



## ***State Councils Spring Retreat***

**April 19, 2012**

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**COMMISSIONER**

**Brenda Cassellius, Ed. D.**

***In collaboration with:***

♦ Chicano Latino Affairs Council ♦ Council on Asian Pacific Minnesotans ♦ Council on Black Minnesotans ♦ Minnesota Indian Affairs Council ♦ Minnesota State Council on Disability ♦ Somali American Parent Association ♦ Minnesota Department of Human Rights ♦ Minnesota Humanities Center ♦ Mid-continent Research for Education and Learning ♦

## **FOR MORE INFORMATION CONTACT:**

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### **In collaboration with:**

Chicano Latino Affairs Council  
Hector Garcia, Executive Director

Council on Asian Pacific Minnesotans  
Kao Ly Ilean Her, Executive Director

Council on Black Minnesotans  
Donavan Bailey, Chair

Minnesota Indian Affairs Council  
Annamarie Hill, Executive Director

Minnesota State Council on Disability  
Joan Willshire, Executive Director

Somali American Parent Association  
Mohamed Mohamud, Executive Director

Minnesota Department of Human Rights  
Kevin Lindsey, Commissioner

Minnesota Humanities Center  
David O'Fallon, President and CEO

Mid-continent Research for Education and Learning (McREL)  
Kathleen Dempsey, Director

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Upon request, this report can be made available in alternative formats.

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## EXECUTIVE SUMMARY

On Thursday, April 19, 2012, the five Minnesota State Councils came together for their first Spring Retreat.

The Chicano Latino Affairs Council, Council on Asian-Pacific Minnesotans, Council on Black Minnesotans, Minnesota Indian Affairs Council, and Minnesota State Council on Disability, along with guests from the education, non-profit, and business communities gathered at the Minnesota Humanities Center in St. Paul for a day-long meeting to share success stories and propose ideas to improve educational outcomes for Minnesota's underserved youth.

This event marked the first time the Councils, which were created by the legislature to represent and advocate for Minnesota's communities of color, had joined together to come up with an overarching education policy agenda. Commissioner of Education Brenda Cassellius and Commissioner of Human Rights Kevin Lindsey kicked off the day, which was punctuated by presentations from each Council, the Somali American Parent Association, and a visit from Governor Mark Dayton.

The Councils hope that participants use the ideas and policy recommendations from the Retreat to take action in their communities in the ongoing effort to improve outcomes for all Minnesota students.



A seat has been reserved for you...

## THE STATE COUNCILS SPRING RETREAT

**Chicano Latino Affairs Council ♦ Council on Asian Pacific Minnesotans ♦ Council on Black Minnesotans ♦  
Minnesota Indian Affairs Council ♦ Minnesota State Council on Disability**

**In collaboration with**

**Minnesota Department of Education ♦ Minnesota Department of Human Rights ♦ Minnesota Humanities  
Center ♦ North Central Comprehensive Center @ McREL ♦ Somali American Parent Association**

***SAVE THE DATE – invitation to follow***

**Thursday, April 19, 2012 ♦ 9:00 a.m. – 4:30 p.m.**

**Minnesota Humanities Center**

**987 Ivy Avenue East**

**St. Paul, Minnesota 55106**

The purpose of this Retreat is to share success stories and create a public agenda to address the needs of Minnesota's underserved K-12 students.

**Join us in improving  
educational opportunities  
for minority students in  
Minnesota.**

March 21, 2012

Name  
Organization

Dear Name:

As Commissioner of Education and Commissioner of Human Rights, we would like to invite you to the State Councils Spring Retreat. The event is scheduled for Thursday, April 19, 2012, from 9:00 a.m. to 4:30 p.m. at the Minnesota Humanities Center, 987 Ivy Avenue East, St. Paul, Minnesota. For directions, please visit <http://mnhum.org/eventcenter/mapdirections>.

In our capacities as Commissioner of Education and Commissioner of Human Rights, we are committed to serving the needs of all children, but more specifically the needs of our underserved K-12 minority students. As you know, education data shows that there is a wide achievement gap between White learners and African-American, Hispanic, American Indian, and Asian-Pacific Islander learners. We have been charged by Governor Dayton to increase opportunities for these communities, who have been historically underserved in Minnesota schools.

The State Councils Spring Retreat will provide an opportunity for the Councils to share success stories and create a public agenda that will inform our work for the next three years.

We value your participation and guidance in the development of a public agenda as we move forward in addressing the needs of Minnesota's minority learners. We hope you will join us to continue this urgent work.

To confirm your attendance at the State Councils Spring Retreat, please contact Shandi DiCosimo, Minnesota Humanities Center, at 651-772-4255 or [shandi@mnhum.org](mailto:shandi@mnhum.org) by Friday, March 30, 2012.

Sincerely,



Dr. Brenda Cassellius  
Commissioner of Education



Kevin Lindsey  
Commissioner of Human Rights

# State Councils Spring Retreat

## AGENDA

Thursday, April 19, 2012  
8:30 a.m.-4:30 p.m.  
Minnesota Humanities Center

**8:30 Registration and Refreshments**

**9:00 Welcome**

Dr. Brenda Cassellius  
*Commissioner, Minnesota Department of Education*  
Kevin Lindsey  
*Commissioner, Minnesota Department of Human Rights*  
Elia Dimayuga-Bruggeman  
*Assistant Commissioner, Minnesota Department of Education*

**9:10 Purposes**

Dr. David O'Fallon  
*President, Minnesota Humanities Center*

**9:15 Learning Opportunity as a Human Right**

Kevin Lindsey  
*Commissioner, Minnesota Department of Human Rights*

**9:45 Small Groups: Debrief of Commissioner Lindsey's Presentation**

Facilitated by Sue Mutchler  
*Lead Consultant, Mid-continent Research for Education and Learning (McREL)*

**10:15 Break**

**10:30 Northfield TORCH: It's All About Relationships**

**Introduction**

Hector Garcia  
*Executive Director, Chicano Latino Affairs Council*

**Presentation**

Beth Berry  
*TORCH Coordinator, Tackling Obstacles and Raising College Hopes (TORCH)*

**Q&A**

**11:05 Hmong International Academy: Culturally Specific Education is Good for Hmong Students**

**Introduction**

Kao Ly Ilean Her  
*Executive Director, Council on Asian Pacific Minnesotans*

**Presentation**

Andrew Xiong  
*Principal, Hmong International Academy*  
Kao Ly Ilean Her  
*Executive Director, Council on Asian Pacific Minnesotans*  
**Q&A**

**11:40 Journey to *Be the Dream***

**Introduction**

Adrece Thighman-Nabe  
*Council on Black Minnesotans Board Member; Educational Committee Chair; Associate Director of Admissions, St. Cloud State University*

**Presentation**

Rosella Collins-Puoch  
*Vice Chair, Council on Black Minnesotans*  
Ginger Garski  
*Administrator, Woodbury High School*

Alan Maya  
*Student, Woodbury High School*

Trina Patterson  
*Parent, Woodbury High School*

Regina Seabrook  
*World History & Teacher Cadet Instructor, Woodbury High School*

Kris Singh  
*Student, Woodbury High School*

Leyla Suleiman  
*Student, Woodbury High School*

Okey Ukaga  
*Student, Woodbury High School*

**Q&A**

**12:15 Lunch**

**1:00 Outcomes from American Indian Education Summit**

**Introduction**

Annamarie Hill  
*Executive Director, Minnesota Indian Affairs Council*

**Presentation**

Annamarie Hill  
*Executive Director, Minnesota Indian Affairs Council*

**Q&A**

**1:15 The Uniqueness of Somali American Parents**

**Introduction**

Mohammed Mohamud  
*Executive Director, Somali American Parent Association*

**Presentation**

Mohammed Mohamud  
*Executive Director, Somali American Parent Association*

**Q&A**



**1:35 From Disproportionality to Success**

**Introduction**

Joan Willshire

*Executive Director, Minnesota State Council on Disability*

**Presentation**

Kim Kang

*Special Education Advocate, Minnesota State Council on Disability*

**Q&A**

**1:45 Small Groups: Key Learnings and Initiatives**

Facilitated by Sue Mutchler

*Lead Consultant, Mid-continent Research for Education and Learning (McREL)*

**2:15 Small Groups: Where Do We Go From Here?**

Facilitated by Dr. David O’Fallon

*President, Minnesota Humanities Center*

and Sue Mutchler

*Lead Consultant, Mid-continent Research for Education and Learning (McREL)*

**3:15 Break**

**3:30 Large Group: Next Steps and Action Plan**

Facilitated by Sue Mutchler

*Lead Consultant, Mid-continent Research for Education and Learning (McREL)*

**4:15 Closing**

Dr. Brenda Cassellius

*Commissioner, Minnesota Department of Education*

Kevin Lindsey

*Commissioner, Minnesota Department of Human Rights*

**Evaluation**

**4:30 Adjournment**

## The Purpose of this Retreat

- To affirm the goal of a public education that works for *all* students, knowing that there are severe disparities.
- To build on what is working—to learn from successful programs already in place.
- To look for and support cooperative actions among our organizations.
- To create a common public agenda, a common message and perhaps policy and legislative proposals to recommend.

## RETREAT PARTICIPANTS

<b>Firdaus Aden</b>	Somali Women's Education Network
<b>Rick Aguilar</b>	Guest of Chicano Latino Affairs Council
<b>Said Salah Ahmed</b>	Guest of Somali American Parent Association
<b>Killa Martinez Aleman</b>	Chicano Latino Affairs Council
<b>Sheri Allen</b>	Superintendent, Mankato Public Schools
<b>Billie Annette</b>	Tribal Nations Education Committee
<b>Donavan Bailey</b>	Chair, Council on Black Minnesotans
<b>Nicholas Banovetz</b>	MinnCAN
<b>Eden Bart</b>	Minnesota Humanities Center
<b>Beth Berry</b>	Northfield Public Schools
<b>Catherine Biringier</b>	Minnesota Department of Education
<b>Charlene Briner</b>	Minnesota Department of Education
<b>Elia Bruggeman</b>	Minnesota Department of Education
<b>Paul Buchel</b>	Chicano Latino Affairs Council
<b>Brenda Cassellius</b>	Minnesota Department of Education
<b>Jerry Chhun</b>	United Cambodian Association of Minnesota
<b>Rose Chu</b>	Minnesota Department of Education
<b>Rosella Collins-Puoch</b>	Vice Chair, Council on Black Minnesotans
<b>Bruce Corrie</b>	Concordia College
<b>Gilbert de la O</b>	Guest of Chicano Latino Affairs Council
<b>Casey DeMarais</b>	Minnesota Humanities Center
<b>Shandi DiCosimo</b>	Minnesota Humanities Center
<b>Dani Dunphy</b>	Guest of Minnesota State Council on Disability
<b>Lori Dupont</b>	Minneapolis Public Schools
<b>Hsajune Dyan</b>	St. Paul Public Schools
<b>Kim Ellison</b>	Board Member, Minneapolis Public Schools
<b>Alicia Frosch</b>	Guest of Minnesota State Council on Disability
<b>Said Garaad</b>	Minneapolis Public Schools

<b>Hector Garcia</b>	Chicano Latino Affairs Council
<b>Ginger Garski</b>	Administrator, Woodbury High School
<b>Yukershala J. Givens</b>	Guest of Minnesota State Council on Disability
<b>William Gronseth</b>	Superintendent, Duluth Public Schools
<b>Manuel Guerrero</b>	Guest of Chicano Latino Affairs Council
<b>Rodolfo Gutierrez</b>	HACER
<b>Ilean Her</b>	Council on Asian Pacific Minnesotans
<b>Mario Hernandez</b>	Minnesota Department of Human Rights
<b>Michelle Herrick</b>	Somali American Parent Association
<b>Annamarie Hill</b>	Minnesota Indian Affairs Council
<b>Lydia Hinojosa</b>	Guest of Chicano Latino Affairs Council
<b>Farhan Hussein</b>	Lighthouse Academy of Nations
<b>David Isham</b>	Tribal Nations Education Committee
<b>Kim Kang</b>	Minnesota State Council on Disability
<b>Brian Kao</b>	Council on Asian Pacific Minnesotans
<b>Jesse Kao Lee</b>	Resources for Child Caring, Ready 4 K
<b>Kazoua Kong-Thao</b>	Minnesota Management and Budget
<b>Geraldine Kozlowski</b>	Tribal Nations Education Committee
<b>Gloria Kumagai</b>	St. Paul Public Schools
<b>Kevin Lindsey</b>	Minnesota Department of Human Rights
<b>Larry Lucio</b>	Minneapolis Public Schools
<b>Ana Luisa Fajer</b>	Mexican Consulate
<b>Anne Lundquist</b>	Minnesota Department of Education
<b>Jesse L. Mason</b>	Minnesota Minority Education Partnership
<b>Alan Maya</b>	Student, Woodbury High School
<b>David Schuchman</b>	Volunteers of America
<b>Rick Mills</b>	Minneapolis Public Schools
<b>Mohamed Mohamud</b>	Somali American Parent Association
<b>Luis Moreno</b>	University of Minnesota
<b>Saw Morrison</b>	Karen Organization of Minnesota
<b>Sue Mutchler</b>	Lead Consultant, Mid-continent Research for Education and Learning
<b>Joe Nathan</b>	Center for School Change
<b>David O'Fallon</b>	President, Minnesota Humanities Center
<b>Mohamed Osman</b>	Guest of Somali American Parent Association
<b>Trina Patterson</b>	Parent, Woodbury High School
<b>Kent Pikel</b>	College Readiness Consortium
<b>Marcos Pereira</b>	Guest of Chicano Latino Affairs Council
<b>Larry Pogemiller</b>	Office of Higher Education
<b>Peggy Poitra</b>	Tribal Nations Education Committee
<b>Alberto Quintela</b>	Guest of Chicano Latino Affairs Council
<b>Sonal Redd</b>	Volunteers of America

<b>Suzanne Renfro</b>	Guest of Minnesota State Council on Disability
<b>Sharon Rogers</b>	Guest of Minnesota State Council on Disability
<b>Brandon Royce-Diop</b>	Minnesota Minority Education Partnership
<b>Amina Saleh</b>	The Family Partnership
<b>Jose Santos</b>	Guest of Chicano Latino Affairs Council
<b>Regina Seabrook</b>	Instructor, Woodbury High School
<b>Kris Singh</b>	Student, Woodbury High School
<b>Martin Skup</b>	Guest of Chicano Latino Affairs Council
<b>Dane Smith</b>	Growth & Justice
<b>Crystal Strickland</b>	Way to Grow
<b>Leyla Suleiman</b>	Student, Woodbury High School
<b>Mukhtar Thakur</b>	Guest of Council on Asian Pacific Minnesotans
<b>Bo Thao-Urabe</b>	Asian Americans/Pacific Islanders in Philanthropy
<b>Adrece Thighman-Nabe</b>	Council on Black Minnesotans
<b>Alan Torres</b>	Consulate of Mexico
<b>Patricia Torres Ray</b>	Minnesota Senate
<b>Hedy Tripp</b>	St. Cloud State University
<b>Roz Tsai</b>	Ecolab
<b>Okey Ukaga</b>	Student, Woodbury High School
<b>Bao Vang</b>	Hmong American Partnership
<b>Ka Vang</b>	Minnesota State Colleges and Universities
<b>Kou Vang</b>	Minneapolis Public Schools
<b>Joan Willshire</b>	Minnesota State Council on Disability
<b>Kabo Yang</b>	Hmong American Partnership
<b>Fardowsa Yossuf</b>	Somali Women's Education Network





### **Dr. Brenda Cassellius**

Brenda Cassellius was appointed by Governor Mark Dayton on December 31, 2010. She was selected by Governor Dayton for being known and respected throughout her profession and across partisan lines as an innovative problem solver who is dedicated to serving the public interest.

In her 20-year career as a classroom teacher, administrator and superintendent in school systems both in Minnesota and Tennessee, Dr. Brenda Cassellius led reform, redesign and change efforts that put students first, focused on achievement, and have resulted in better outcomes for all students. Dr. Cassellius believes that change can happen quickly if it is purposeful, collaborative, and grounded in effective strategies.

"Dr. Cassellius brings proven leadership in education innovation in both Minnesota school districts and in other states," Governor Dayton said. "Her experience will enable her to bring together the different education stakeholders and policymakers with differing viewpoints to build the consensus that public education in Minnesota has been lacking for too long."

"This is a great privilege and responsibility," said Dr. Cassellius. "I look forward to working with Governor Dayton in tackling the challenges facing education in Minnesota, as well as supporting the many things we do well. The Governor and I share a commitment to our state's children and families, and I am eager to get to work in making a better and stronger school system for every child in Minnesota."

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**Kevin Lindsey** was appointed Commissioner of Human Rights in February of 2011. He had previously served as a civil litigation attorney in the Office of the Ramsey County Attorney.

In announcing his appointment, Governor Mark Dayton called Lindsey ideally suited for the position, citing his deep familiarity and passion for issues concerning human services, housing, employment and civil litigation in both the private and public sector. "Kevin is a respected lawyer and advocate with deep experience in the community working on issues of fairness in the workplace and in the community," said Governor Dayton. "He will be a strong, professional voice in the Dayton Administration."

Lindsey received his JD and BA from the University of Iowa, where as a law student he served as the Editor-in-Chief of the Iowa Law Review and adjunct professor at the University of Iowa, College of Business. Lindsey worked in private practice with the law firms of Oppenheimer Wolff & Donnelly and Halleland, Lewis, Nilan & Johnson. He also brings private sector experience as the former Chief Operating Officer and General Counsel of Axis, Inc. Kevin has also served on a variety of non-profit board and public policy boards addressing issues concerning housing such as the St. Paul Public Housing Authority, the Emerging Market Homeownership Initiative, Options Too, and the Association of Residential Resources in Minnesota.



### **What is the Chicano Latino Affairs Council?**

The Chicano Latino Affairs Council (CLAC) is a statewide government agency created by the legislature in 1978. The primary mission of CLAC is to advise the governor and the state legislature on issues of importance to Minnesota's Chicano Latino community such as education, economic development, immigration, housing and health.

The critical issues for the year 2012 are economic development and education in times of state and national uncertainty. CLAC's mission includes the engagement of the Latino community through public service, which has become increasingly crucial due to the rapid growth of Minnesota's Latino population in recent years.

Minnesota Statutes require CLAC to educate legislators, agency directors, the media, and the general public about the accomplishments and contributions of Latinos and raise general awareness about the problems and issues faced by this community.

### **Our Structure, Achievements and Community Engagement**

CLAC consists of a board of fifteen member Council directors, eleven of which are members of the Latino community and four of which are legislators. Of the eleven community members, there is a representative for each of the state's eight congressional districts and three at-large community representatives. All community members are appointed by the governor of Minnesota to help provide a voice in all levels of government for the Latinos who reside in the state as well as the migrant workers that come to the state each year during the farming season.

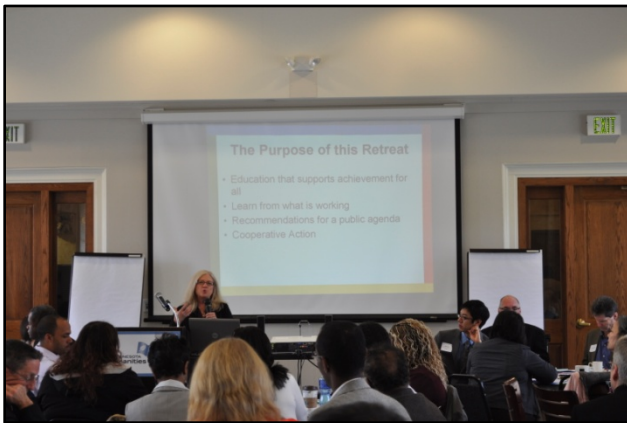
Among CLAC's many achievements and community engagement activities, the agency has:

- Developed a series of community forums in cooperation with different organizations around the state to reach out and gather the input and concerns of the Latino community.
- Provided information about Latinos to policy makers through Demographic Profiles after the 2010 U.S. Census.
- Produced demographic estimates and reports in an effort to clearly depict the Chicano/Latino clusters and the needs of the community in the state of Minnesota.
- Successfully tracked bills both in the Senate and the House on topics of interest for the Latino community.
- Attended various legislative hearings, met with state representatives, senators, and congressmen to suggest solutions and ways to improve education and economic outcomes for Latinos in the state.
- Presented to lawmakers issue briefs on education and worked toward the educational achievement of Latino students in Minnesota.
- Launched a series of focus groups to explore the causes behind barriers



preventing urban and rural Latinos from gaining access to the health care system.

- Engaged in its first statewide survey with health care experts and practitioners to explore the issue of access to quality and affordable health care.
- Organized the Latino Legislative Day at the Capitol with the purpose of engaging the Latino community in Minnesota to raise awareness, educate, and inform the legislature on critical issues that affect the Latino community in Minnesota.
- Worked in cooperation with the other state councils and agencies on similar platforms allowing minorities to become strong, visible, and self-sufficient members of society.



***Sue Mutchler, McREL, facilitated the discussion.***







Chicano Latino  
Affairs Council  
State of Minnesota

## CLAC Fact Sheets Series EDUCATION 2011

### High School Graduation Rates

Minnesota's overall graduation rate for 2010 was 75.9% and the graduation rate for Latinos was 49.2%.<sup>1</sup> Significant disparities were prevalent throughout the state. While 82.8 percent of White students graduate, the graduation rate for Asian students is 70 percent, 46.9 percent for Black students, and 45.2 for American Indians. The rapid growth in the Latino community in Minnesota makes education an essential point of focus, both presently and in the future.

The Latino dropout rate is 13.9%, which is the second highest in the state, while the Minnesota average is 4.9%, and the White students' dropout rate is as low as 3.3%, according to the Minnesota Department of Education in 2010. The lack of proper education can often lead to lifelong barriers to success.

While still more improvement is needed; there are significant signs of growth in Latino educational success. For example, in Minneapolis, which is home to Minnesota's largest Latino population, Latino graduation rates have more than doubled in recent years.

Minneapolis: High School Graduation Rates 2003-2010								
Group	2003	2004	2005	2006	2007	2008	2009	2010
Native American	30.67	33.13	39.86	38.00	43.48	48.78	57.45	44.44
Asian	73.65	70.84	71.30	71.47	78.55	81.99	82.50	82.78
Hispanic	26.98	20.24	23.81	31.26	32.45	51.01	59.09	60.5
Black	49.84	49.58	50.00	54.74	63.62	68.48	66.96	63.76
White	73.59	73.26	77.80	85.40	87.88	87.31	93.05	89.62
All Students	56.82	52.8	54.51	60.69	67.21	72.81	76.36	73.08

Data from the Minnesota Department of Education also indicates that high school graduates are becoming more diverse.<sup>2</sup> From 2005 to 2010, the number of white graduates grew 2 percent; while the number of Latino graduates increased 28 percent. Additionally, while overall

<sup>1</sup>Minnesota Department of Education. [Education.state.mn.us](http://Education.state.mn.us)

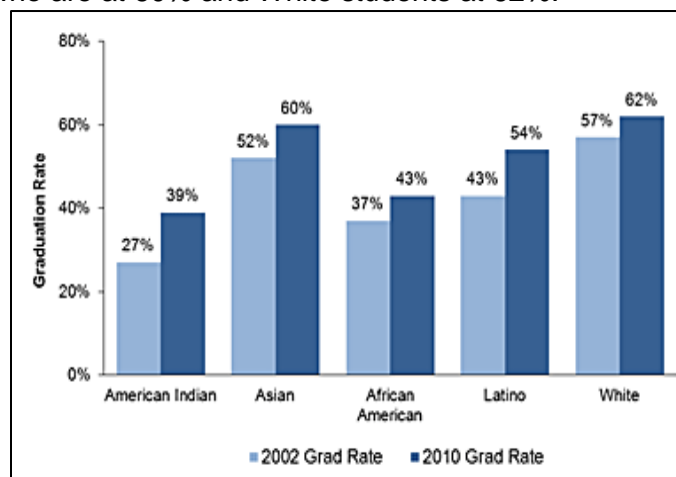
<sup>2</sup> Mc.Murry, M., *Minnesota Education Trends, 2000 to 2005*, Saint Paul, MN: State Demographic Center, 2006.

enrollment numbers in the state have declined over the last five years, Latino enrollment grew by more than 26 percent.<sup>3</sup>

### Postsecondary Enrollment

According to a report by Georgetown University's Center on Education and the Workforce, by 2018, 70% of the jobs in Minnesota will require post-secondary education.

With a rapidly-growing, young population, the Latino post-secondary graduation rate has dramatically increased in recent years, according to the Minnesota Office of Higher Education. 54% of Latinos now graduate in at least six years from Minnesota's four-year institutions, behind only Asian students who are at 60% and White students at 62%.



In the population, age 25 and over, however, 19% of Latinos hold an Associate's Degree and 14% have a Bachelor's Degree or higher.<sup>4</sup>

### Education and Economic Impact

Reducing the number of dropouts would produce vast economic benefits by boosting the spending power of minority communities and spurring job and economic growth throughout the state.

For example, in Minneapolis alone, if half of the Class of 2008 dropouts had graduated, the Latino portion would have added \$7.3 million in additional combined income in an average year. They would have accounted for an additional \$5 million in spending and \$2.1 million in investment. Also, they would have added \$22.3 million to homes and \$400,000 in automobiles. It is important to note that these figures are just for the Minneapolis area.<sup>5</sup>

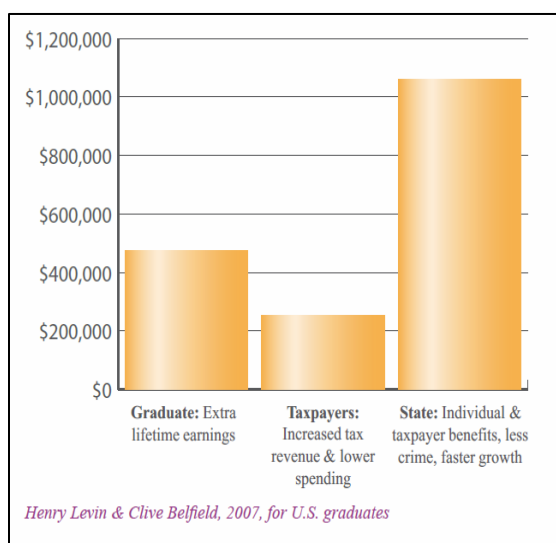
<sup>3</sup> Geller, J. and Werner, M., *Latino Students in our Public Schools*. Saint Peter, MN: CLAC and Center for Rural Policy and Development, 2006.

<sup>4</sup> Minnesota Department of Higher Education, 2010 Educational Attainment Data, U.S. Census Bureau, and American Community Survey 3-Year Estimates, 2007-2010

<sup>5</sup> Alliance for Excellent Education. "The Economic Benefits of Reducing the Dropout Rate for Students of Color in the Minneapolis Metropolitan Area." July 2010.

It's estimated that total personal income in Minnesota would increase by about \$4 billion annually if all ethnic and racial groups had the same educational attainment levels and earning as the White population.<sup>6</sup>

There are dramatic benefits to the state from each additional high school graduate. A Minnesotan who graduates from high school earns \$476,000 more over a lifetime than someone without a high school diploma. What's more, the gains include another \$252,000 in increased tax revenues and lower expenditures on health, welfare, and crime-related issues. Adding up these gains, plus expected impacts on state economic growth and other factors, experts estimate that the total benefits from just high school graduation for a Minnesotan amount to more than \$1 million.<sup>7</sup>



<sup>6</sup> Matt Kane and Jose Pacas, Growth & Justice. "We're All in this Together: Educational Achievement and Attainment by Minnesotans of Color." June 2011.

<sup>7</sup> Henry Levin and Clive Belfield. "Dollar levels expressed as present value, using a 3.5% discount rate". 2007.



Chicano Latino  
Affairs Council  
State of Minnesota

# ***LATINO DISPARITIES IN MINNESOTA***

## ***EXECUTIVE SUMMARY 2011***

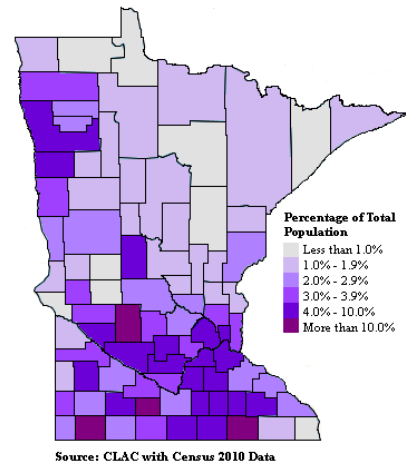
According to the 2010 Census, Latinos now represent 4.7% of Minnesota's total population (up from 2.9% in 2000). Latinos increased in number to 250,258 (a 74.5% increase). This is the highest percent increase of all groups in Minnesota from 2000 to 2010. However, while the Latino population increases in Minnesota, so do the disparities that Latinos experience.

### ***Education Disparities***

Latino students suffer some of the greatest disparities in the nation.

- 45.2% Graduation Rate in 2009
- 16.9% Dropout Rate in 2009

Source: Minnesota Department of Education



Source: CLAC with Census 2010 Data

### ***Barriers for Latino Students***

- Cultural barriers
- Lack of diverse staff and diversity welcoming environment in schools
- Low support from parents, schools, teachers and the community
- Low level of parent participation and education
- Limited English Proficiency
- Low level of parents participation
- Lack of Latino leadership
- Lack of Latino community participation and teamwork
- Lack of proper school programs for Latino students
- High poverty rates

### ***Economic Development Disparities***

Despite having an 80.5% workforce participation rate (the highest of any group in Minnesota), Latinos suffered a 12.3% unemployment rate in 2010. Additionally, Latino entrepreneurs are facing various issues. Despite generating more than \$1.6 billion in 2007, Latino firms only make up approximately 1% of the total number of firms in Minnesota.

Sources: Bureau of Labor, U.S. Census Bureau's 2010 Survey of Business Owners

### ***Barriers faced by Latino Entrepreneurs***

- Having limited collateral value
- Poor or limited credit history
- Low literacy and English proficiency.
- Fear of government and established institutions
- Encountering limited acceptance of the Individual Taxpayer Identification Number (ITIN)
- Limited opportunities to network with sources of traditional business financing and providers of business-related technical assistance.
- Limited understanding of American business processes.
- Lack of culturally friendly or linguistically appropriate services at local institutions.
- Dealing with long distances between businesses and service providers.

### ***CLAC's Relevance and Role***

Minnesota is one of the most philanthropic and civic-minded states in the Union and, outside of the Latino and other minorities' disparities, it has an excellent educational and economic system. This paradox calls for a fresh mindset to frame the challenge. CLAC's function by statute and over 30 years of experience as liaison and bridge between the Latino community on the one hand and Minnesota's state government and other sectors is ideally suited to elicit from these stakeholders the mindset which will resolve the paradox and begin to reduce the Latino disparities in education and economic development.





## Agency Purpose

The Council on Asian-Pacific Minnesotans (CAPM) was created by the Minnesota State Legislature in 1985 pursuant to Minn. Stat. 3.9226 to fulfill the following primary objectives:

- advise the governor and state legislators on issues pertaining to Asian Pacific people;
- ensure Asian Pacific Minnesotans are more incorporated and engaged in the governmental and policymaking process;
- see that residents of Asian Pacific descent have sufficient access to state government services;
- promote the talents and resources of Asian Pacific people where appropriate; and
- act as a broker between the Asian Pacific community in Minnesota and mainstream society.

## Who are Asian Pacific Minnesotans?

According to the 2010 US Census, over 220,000 Asian Pacific Islanders reside in the state of Minnesota, an increase of over 50% since 2000.

The council serves individuals and ethnic groups from over 40 countries, including Afghanistan, Australia, Bangladesh, Bhutan, Brunei, Burma (Myanmar), Cambodia, China, Cook Islands, Federated States of Micronesia, Federated States of Midway Islands, Fiji, French Polynesia, Guam, Hawaii's, Hong Kong, India, Indonesia, Iran, Japan, Kazakhstan, Kiribati, Kyrgyzstan, Laos (Hmong and Lao), Macau, Malaysia, Maldives, Marshall Islands, Mongolia, Nauru, Nepal, New Caledonia, New Zealand, North Korea, Northern Mariana Islands, Pakistan, Palau, Papua New Guinea, Philippines, Pitcairn Islands, Samoa, Singapore, Solomon Islands, South Korea, Sri Lanka, Tahiti, Taiwan, Tajikistan, Thailand, Tibet, Tonga, Turkmenistan, Tuvalu, Uzbekistan, Vanuatu, and Vietnam.

<b>Minnesota</b>		
2010 Population	Change from 2000	
5,303,925	+7.8%	
Race/Ethnicity	Share of pop.	Change from 2000
Whites	83%	+2%
Blacks	5%	+59%
Hispanics	5%	+75%
<b>Asians</b>	<b>4%</b>	<b>+51%</b>
Native Amer.	1%	+7%
Multiracial	2%	+47%
Other groups	0%	+16%

## Our Work

Among CAPM's achievements and activities, the agency has:

- Hosted community forums to reach out and gather the input from the community.
- Provided information and advice on topics ranging from demographic data to concerns of the community about economic prosperity, health, education, human trafficking, and other issues.
- Worked with other state agencies, community-based organizations, and other stakeholder groups to create partnerships in crafting solutions sought by Asian Pacific communities.



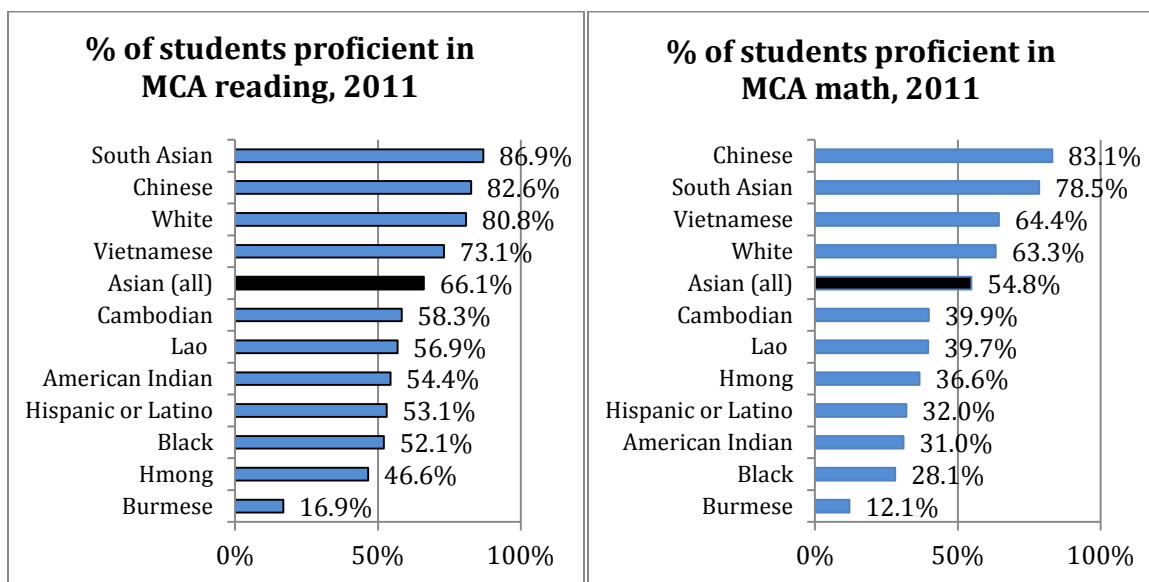


## Educational Disparities

At first glance, educational statistics for Asian Pacific students seem to suggest that the majority of Asian Pacific students are doing well in schools: 66% and 55% of Asian Pacific students scored as proficient on the 2011 MCA reading and math test, respectively.

However, once the data is presented in ways that reflect the diversity of the community, many educational disparities become much more apparent and much more alarming (see below figures).

- 52% and 41% of low-income Asian Pacific students scored as proficient on the 2011 MCA reading and math test, respectively.
- 39% and 33% of English Learner Asian Pacific students scored as proficient on the 2011 MCA reading and math test, respectively.
- Hmong, Lao, Cambodian, and Burmese students were less likely to score as proficient on the MCA tests in comparison to South Asian, Chinese, and Vietnamese students.
- Less than 17% of students from Burma, including Karen students, scored as proficient on the MCA tests, the lowest proficiency rate among all racial and ethnic groups.



Source: Minnesota Department of Education, 2011

At this time, we are unable to provide accurate data on the graduation rates and post-secondary attendance of Asian Pacific students due to the lack of disaggregated data.

## Barriers for Asian Pacific Students

- Cultural barriers, unfamiliarity in navigating US education systems.
- Lack of diverse staff and school environment that reflect the background of student body.
- Low capacity from schools to address educational needs of Asian Pacific students.
- Barriers to academic and emotional support from parents, schools, and the community.
- Low level of parent participation and education.
- Limited English proficiency and linguistic isolation as well as native language illiteracy.
- High poverty rates and unemployment.
- Mental health concerns among both adolescents and adults of refugee-experienced ethnic groups.
- Lack of culturally relevant curriculums and educational materials.
- Bullying and harassment.



## **Recommendations for Policy Makers**

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The Council on Asian Pacific Minnesotans highly recommends a renewed focus on improving the educational outcomes of all students by including Asian Pacific students in the vision of educational equity. Specifically, we recommend the following actions:

- Collect and report disaggregated data for Asian Pacific students
- Streamline efforts to monitor and address challenges for Asian Pacific students, especially for who are refugee experienced, low-income, English Learning, and highly mobile.
- Support educational professionals' understanding and awareness of Asian Pacific students' strengths, interests, and needs.
- Work with the community as an equal partner in the vision of educational equity.

## **Detailed Information on Each Recommendation**

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1. Standardize the practice of collecting and reporting disaggregated student data.

Without disaggregated data, the educational disparities of Asian Pacific students will continue to be covered up by misleading information, making it difficult to allocate attention, resources, and support for students who need it most.

2. Streamline efforts that monitor and address the additional challenges faced by refugee experienced students as well as by students who are low-income, English Learners, and/or highly mobile.

Refugee experienced and socioeconomically disadvantaged Asian Pacific students experience significant educational barriers. Efforts to overcome these barriers should be evaluated and successful models of educational leadership, pedagogy, and programing should be shared across the state.

3. Increase the cultural competency and awareness among educational professionals of Asian Pacific students.

Understanding the strengths, interests, and needs of students is crucial in moving away from a deficit view of diverse student populations and in implementing strategies to increase the academic growth of students.

4. Policy makers and education leaders should solicit the input and involvement of refugee experienced and socioeconomically disadvantaged Asian Pacific communities in the vision of educational equity.

Community members should be regarded as powerful partners in education who have expertise in determining the viability and effectiveness of potential educational programing, strategies, and interventions for their students.





## **Council on Black Minnesotans Education Agenda and Policy Recommendations**

### **Policy Mission:**

To create a culturally appropriate system of public education in which all children, youth and adults achieve high academic performance levels, equitable economic opportunities and high civic engagement levels.

### **Policy Recommendations:**

- Promote equal educational opportunities and improve achievement/opportunities outcomes with the goal of maximizing the skill levels of students of color and American Indian students
- Increase the accountability and transparency of policy makers, administrators and community residents and other stakeholders when addressing issues impacting Minnesotans of African heritage
- Collaborate with the Minnesota Minority Education Partnership (MMEP) to research and publish reports on educational issues impacting Black Minnesotans, e.g. *State of Students of Color & American Indian Students Report*
- Encourage MN Department of Education and selected school districts to increase graduation rates among students of color; particularly black students, with the goal of reducing glaring disparities. And, to reduce the disparities associated with school disciplinary practices.
- Encourage the MN Legislature and MN Department of Education to modify and increase the transparency regarding the School District Integration Revenue Initiative and to implement changes recommended by the MN State Legislative Auditors Office.
- Encourage the Governor's Early Childhood Education Initiative to promote systemic accountability and equity, increased school preparedness among children of color and American Indian children and their families and communities.
- Increase the level of academic achievement among children/youth in out-of-home placements and reduce their disparate presence in juvenile and adult correctional facilities.
- Foster civic engagement and leadership development in policy making arenas among Black youth and adults.



## **INDIAN EDUCATION FOR ALL**

### **EXECUTIVE SUMMARY**

In late 2011 and early 2012, the Minnesota Department of Education (MDE) convened two meetings designed to reveal and discuss a vision for Indian education in the state. The ultimate goal of these gatherings was to begin a new, ongoing dialogue about how to develop more meaningful and successful learning experiences for Indian youth and children.

First, on **November 8, 2011**, Commissioner Brenda Cassellius met with representatives of the Tribal Nations in a Listening Session to discuss educational challenges and opportunities they identified as high-priority for state attention. In response to recommendations from the Listening Session, a number of actions were taken to begin to strengthen communication and relationships among Tribes, Tribal Education Departments, school districts, and the MDE. Among these actions was the re-establishment of the position of Indian Education Director at the Minnesota Department of Education.

Then, on **January 9, 2012**, over 100 individuals representing leadership from all 11 Minnesota Tribal Nations, Indian education programs, Tribal schools, school districts, and the MDE came together in Minnesota's first Governor's American Indian Education Summit. The summit, Indian Education for All, was the result of collaboration among the office of Governor Mark Dayton, MDE, the Minnesota Humanities Center, the Minnesota Indian Affairs Council, North Central Comprehensive Center, and the Tribal Nations Education Committee. Results from the summit included a set of nine insights summarized from large and small group discussions. In brief, the insights are as follows:

1. American Indians need to tell non-Indians what they believe is important for Indian education.
2. Everyone is accountable for upholding Minnesota's constitutional obligations to educate children of the Tribal Nations.
3. Community commitment is necessary if we are to move beyond blame, shame, and guilt. We are the change we want to be.
4. Teachers must understand the significance of cultural affirmation in academic success.
5. Teacher training programs and licensure requirements should include knowledge and skills in meeting the needs of American Indian students.
6. Poverty is generational, isolated, concentrated, and deep.
7. We need closer community cooperation and collaboration among tribes, schools, colleges, parents, and students.
8. Indian people must become involved in state politics and education policy development.
9. Everyone must be part of the change process if we are to achieve quality Indian education in Minnesota.

The Indian Education for All report provides complete information about the 2011 Listening Session and the 2012 Summit, including meeting agendas, participant lists, and summaries of presentations and discussions. Copies of the report will be available from the Minnesota Department of Education, Office of Indian Education, 651-582-8215, or <http://education.state.mn.us/MDE/StuSuc/IndianEd/index.html>.



## About Us

The Minnesota State Council on Disability (MSCOD) collaborates, advocates, advises and informs to expand opportunities, increase the quality of life and empower all persons with disabilities. MSCOD works closely with legislators, legislative staff, state agencies and the disability community to identify issues, develop solutions, educate policy makers, craft legislative language and pass laws that have a meaningful and positive impact in the disability community. Public policy issue areas include: early identification, physical and programmatic access, education, employment, healthcare, housing, transportation, civil rights, Americans with Disabilities Act (ADA) compliance, and emergency preparedness.

Despite the progress that MSCOD has made, we continue to live in a Minnesota that has barriers for people with disabilities. People with disabilities continue to experience disparity with lack of adequate accessible transportation, housing, as well as physical and programmatic access to public and private facilities. People with disabilities experience disproportionate unemployment and underemployment. Because barriers still exist, the Minnesota State Council on Disability's work is not done. MSCOD's work is critical to advance Minnesota toward removing all barriers for people with disabilities.

MSCOD governance is provided by a council of public representatives that is appointed by the governor. There are currently 15 MSCOD Council members with Joan Willshire as the Executive Director.

## Activities and Accomplishments

- Partnered with the DNR and Explore MN Tourism to evaluate the accessibility of the six most popular state parks, to make recommendations for accessibility improvements and educate the disability community on their usability.
- Worked with DHS and DEED on the 5-year, multi-million dollar federal Centers for Medicare and Medicaid Services grant, "Pathways to Employment", which strengthens the infrastructure for removing barriers for people with disabilities to gain employment.
- Worked with DHS Nonemergency Medical Transportation Advisory Council to increase efficiency in the program so that people with disabilities are more efficiently served. .
- Worked with DPS/Homeland Security Emergency Management and the Minnesota Department of Health to provide emergency managers with disability solutions to planning and response so that emergency managers can effectively respond to all Minnesotans regardless of their functional needs.
- Worked with MnDOT and other agencies in a leadership role on the Minnesota Council on Transportation Access.
- Hosted annual awards event with Richard Devylder, U.S. Department of Transportation first Senior Advisor for Accessible Transportation. 145 people attended this event.
- Worked with City of Minneapolis on disability parking, which allows a tag to be displayed anywhere on the dashboard, not just the driver's side. This would allow people to use a new technology on their dashboard. Second, currently if someone receives a violation for an expired disability parking tag, they can have it dismissed if they go into court. This would require that be done in 90 days, that you show the parking tag belongs to you, that you have a current one, and that you surrender your expired permit.
- Represented on the executive committee of the Minnesota Consortium for Citizens with Disabilities, a collaboration of over 50 disability organizations working together to support public policy that removes barriers for Minnesotans with disabilities.
- Provided training to State of Minnesota employees and managers, business leaders, and the general public on a variety of subjects such as disability awareness, emergency preparedness, building codes and building accessibility, accessible housing, disability parking, transportation access, and employment rights.

## For More Information Contact:

Minnesota State Council on Disability  
121 E. 7th Place, Suite 107  
St. Paul, MN 55101  
651.361.7801

## Mission Statement

*The Minnesota State Council on Disability is a state agency providing leadership to empower and strengthen the rights of Minnesotans with disabilities. We collaborate with the public and private sectors as a policy, training and technical resource advisor.*

## Summary of MSCOD Contacts:

2009	12,712
2010	18,008
2011	16,420

97% Customer  
Satisfaction for past 7  
years



# FROM DISPROPORTIONALITY TO SUCCESS IN SPECIAL EDUCATION

## Overview

In Minnesota, students of color represent approximately one-quarter of the student population. According to Minnesota Department of Education Child Count data for 2011, 39,000 (31%) of those minority students have a disability. Disproportionality in special education exists in Minnesota for African American/Black, Hispanic, and Multi-cultural children; at the same time, Asian children appear to be under-represented. While appropriate special education placement provides benefits to students, inappropriate placement can have a negative effect on student progress.

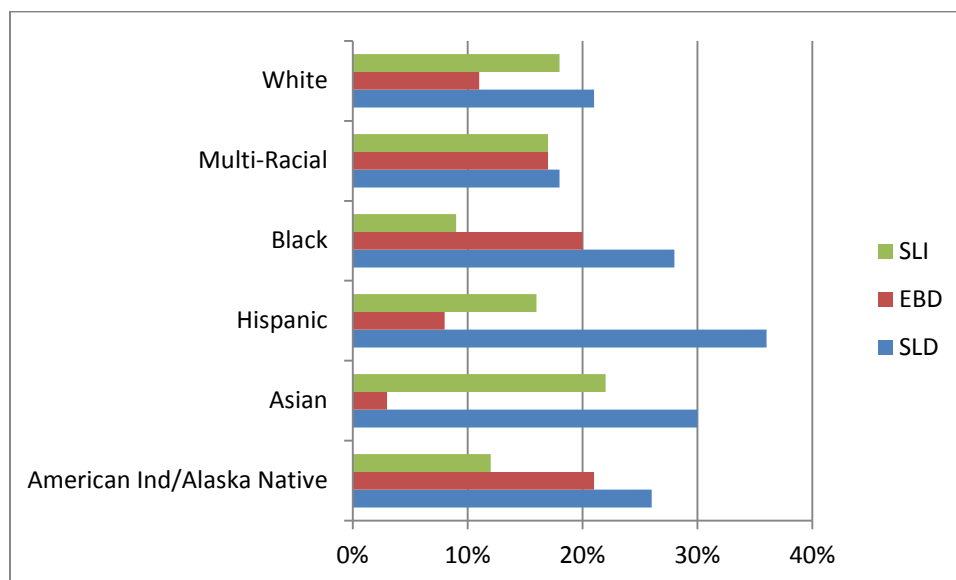
In addition, minority children with a disability tend to be at a higher risk for suspension/expulsion and dropping out of school. In some cases, behavioral problems are a contributing factor for minority placements in special education and should be closely evaluated. Behavior has a function and is a form of communication. It is important for teachers and school leadership to understand behavior within a cultural context as well as academic need, which may include providing early, intensive remedial services to help students be successful. To address these needs, it is recommended that we focus on the following foundation to ensure the best outcomes for minority students with disabilities leading to college and career readiness:

1. Utilize teaching tools and practices that create an engaging and positive learning experience for diverse learners and honors diversity in our society's history.
2. Build an educational model based upon prevention and intervention, not a "wait to fail" system.
3. Ensure that teachers and principals have cultural competence training, which includes disability.
4. Increase emphasis on inclusive practices for minority students with disabilities. All students should be considered "general education" students first.

## Special Education Disproportionality

Disproportionality is an over-representation of minority students with a specific disability as compared to other groups. However, some minority groups in Minnesota are also under-represented. For students who are accurately evaluated and provided with the services they need, special education can provide many benefits. Conversely for those students who are inappropriately placed in special education, it can prevent that student from reaching their academic potential which impacts their post-secondary and employment success. Some important facts about Minnesota's minority students that highlight disproportionality are:

- American Indian/Alaska Native, Black/African American, and Multi-racial students are represented at almost twice the level of their special education population in Emotional or Behavioral Disorders (EBD) as compared to white students.  
Often students are misplaced in special education because of behavioral problems when adjusting teaching methods in the general education classroom would be more successful for these students.
- Thirty-six percent of Hispanics and 30% of Asians are reported with a Specific Learning Disability within their population, representing the highest rated groups for this disability. Specific Learning Disability involves disorders in understanding language usage, spoken or written, that may manifest itself in an inability to listen, think, speak, read, write, spell, or do mathematical calculations.
- 22% of Asians are reported with a Speech and Language Impairment—one of the highest rates compared to other racial/ethnic groups. Federal law defines speech/language impairment as "a communication disorder such as stuttering, impaired articulation, language impairment or a voice impairment that adversely affects a student's educational performance."
- Black students continue to have a higher rate of placement in more restrictive settings (less than 80% of the school day in general education settings) as compared to any other racial/ethnic group.



Emotional Behavioral Disorders (EBD), Speech or Language Impairment (SLI), and Specific Learning Disabilities (SLD) as percentage of special education population by race. Source: MDE Minnesota Child Count 11-12 by State Race & Disability.

### ***Other Barriers for Minority Students***

- African American/Black, American Indian, and Hispanic students are suspended and expelled at rates that are disproportionate to their White peers in Minnesota. Students who are older, male, from low socio-economic background, a racial/ethnic minority, and who have been identified with a disability have been found to be disproportionately represented for suspensions (Skiba 2001). In addition, they are often suspended for less serious, more subjective behaviors.
- Students with disabilities have a dropout rate that is twice the rate as compared to students without disabilities.

### **Recommendations**

1. Ensure that special education is not a disability-based placement, but a set of services delivered in natural environments to support students with meeting general education curriculum and school behavioral requirements.
2. Expansion of Response to Intervention (RTi) to ensure all children and youth experience the benefits of more intensive instruction and behavioral interventions prior to consideration for referral to special education.
3. Ensure that Teacher and Principal professional development and evaluation includes cultural competence, which includes how disability is viewed from a cultural perspective.
4. Ensure a safe, violence free school environment that is conducive to learning by expanding the School-Wide Positive Behavior Interventions and Supports (SW-PBIS) into more schools throughout the state.
5. Expansion of Universal Design for Learning, which accommodates many learning needs and styles by adapting the curriculum to the student rather than the student to the curriculum. UDL not only benefits students in special education, but all students.
6. Ensure that teachers have sufficient training in both special education and English language acquisition that would allow them to accurately distinguish between the two so ESL learners aren't inappropriately placed in special education.
7. Continue work through such vehicles as MDE's Alternative to Suspension Grant Program and incentivize schools to implement scientifically research-based interventions to reduce suspensions and expulsions.
8. Provide a mechanism for teachers (general education and special education) to share best practices and success stories for minority students with disabilities.



## ***Recommendations***

1. Utilize teaching tools and practices that create an engaging and positive learning experience for diverse learners and honors diversity in our society's history.
2. Build an educational model based upon prevention and intervention, not a "wait to fail" system.
3. Ensure that teachers and principals have cultural competence training, which includes disability.
4. Increase emphasis on inclusive practices for minority students with disabilities. All students should be considered "general education" students first.



## Action Steps and Follow Up from the State Councils Listening Session, October, 2011

***Over the past year, the Minnesota Department of Education has taken proactive steps to engage with underserved communities across the state. The Department's work is guided by input from the community and focused on ensuring a high quality education for every student while we work in tandem to improve education for all Minnesota students.***

1. Design process for an Education Summit. Focus on future-looking, proactive attitude that is built on assets and strengths, and finding solutions to existing barriers in our educational system.

*The State Councils Spring Retreat was held April 19.*

2. Meet with council leaders before the plans are fully drafted.

*Council leaders were a critical part of developing plans for the State Councils Retreat. Their input is evidenced by the agenda and topics being covered.*

3. Increase cultural awareness through the teacher training process.

*This topic was the subject of a session during the Governor's Indian Education Summit held in January. As Minnesota schools become more diverse, it is critical our teachers have the tools necessary to best serve our students. We will continue to have these conversations and support our teachers.*

4. More teachers of color in our schools.

*Commissioner Cassellius has worked with Governor Dayton and the legislature to remove barriers for those seeking to teach. This includes recent alternative licensure legislation that was signed into law.*

5. Work at the community level to develop a message.

*In addition to involving key stakeholders, the Commissioner continues to find opportunities to engage with underserved groups across the state. On May 3, Commissioner Cassellius held "Conversations with the Commissioner" at the Minnesota ESL, Bilingual and Migrant Education Conference at the Saint Paul RiverCentre.*

6. Plan for a statewide family engagement forum to involve parents in the schools.

*The Engaging Families for Student Success forum was held on Saturday, May 19 from 9:00 a.m. to 3:00 p.m. The forum cultivated a dialogue with families and provided*



*resources for families to be partners in their child's learning. Some sessions were offered in Spanish, Hmong and Somali.*

7. Increase participation from other groups outside of the state councils.

*The Engaging Families for Student Success forum and Minnesota ESL, Bilingual and Migrant Education Conference are two examples of additional efforts MDE made to increase involvement by the state councils and other groups.*

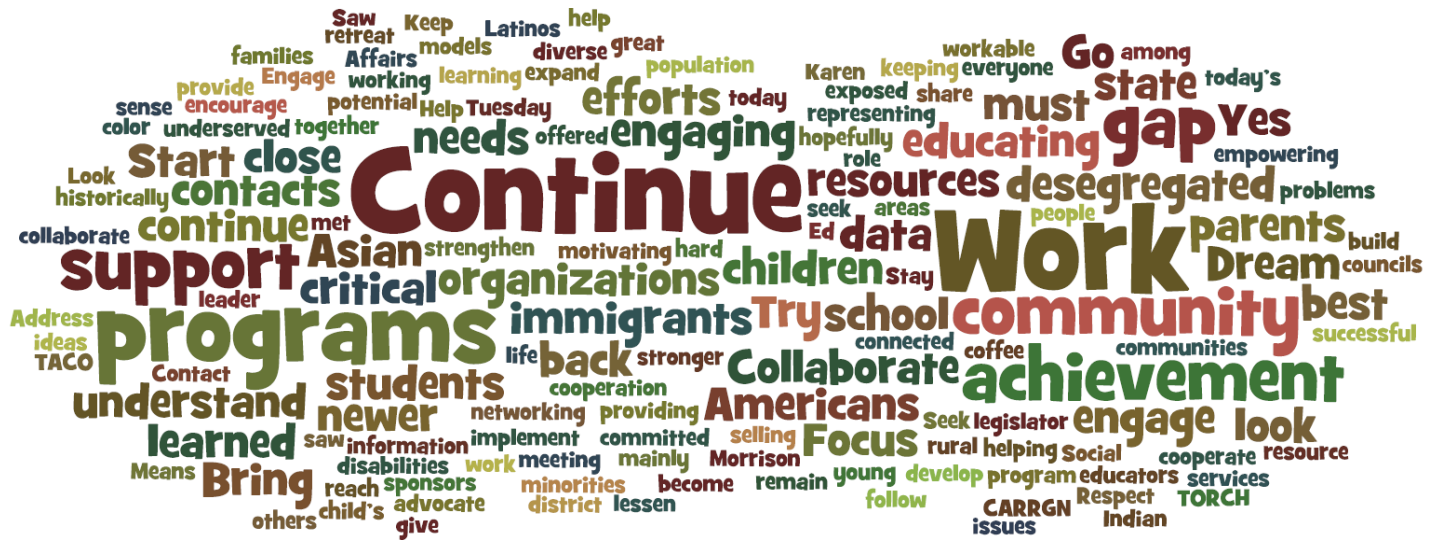
8. Meet three more times before the retreat to design a plan that will describe where we are going to go relative to equality, access and outcomes.

*MDE continues to provide opportunities for stakeholders to provide input on equity issues. Commissioner Cassellius and staff have made this a distinct priority, exceeding the goal set in this action step by meeting with and making themselves accessible to underserved groups on a regular basis.*

**Additionally, in this past year MDE:**

- Adopted new WIDA standards for English Language Learners.
- Applied and was approved by the U.S. Department of Education for an ESEA Waiver. This waiver will provide greater flexibility for districts and implement a better, fairer, more accurate and more supportive accountability system.
- Received a \$45 million *Race to the Top – Early Learning Challenge* grant to strengthen early education in Minnesota. Funds from the grant will be focused on four communities: Saint Paul Promise Neighborhood, Minneapolis Achievement Zone, Itasca County and White Earth.
- Commissioner Cassellius convened the Integration Revenue Task Force. The group delivered their recommendations to Governor Dayton and the legislature on February 15. MDE will continue to work with the legislature to ensure these funds are repurposed in a way that will create and sustain opportunities for students to achieve improved educational outcomes.
- Held first American Indian Education Summit, bringing together all eleven Minnesota Tribal Nations. The summit was a success and MDE will continue to involve these groups in addressing issues facing Minnesota's American Indian students.
- Partnered with the Office of Higher Education on the first College Application Week, focusing on underrepresented student groups. The effort resulted in over 15,000 applications submitted.
- Formed an ongoing collaboration with the Organizing Apprenticeship Project (OAP)/ Educational Equity Organizing Collaborative (EEOC) to create a statewide equity framework.





**Minnesota State Councils Retreat  
April 19, 2012  
Small Group Discussion Outcomes**



**Priorities<sup>8</sup>**

**Discussion question:** What do we agree on toward developing a public agenda?

**1. Recruitment and retention of teachers and administrators of color**

- a. Need more teachers of color
- b. Recruit, retain, and support teachers and administrators of color
- c. Teachers and administrators of color, trained as good role models; leaders must represent the population
- d. Teachers that represent the community; not just race but characteristics that can help relate to students (e.g., language, geographic origin)
- e. Hire/increase hiring Latino school administrators
- f. Hire Latino teachers for Latino children with disabilities

**2. Other priorities related to teachers, administrators, and school staff**

- a. Teacher and administrator training
- b. All teachers and administrators take cultural competency training (as approved by the Equity Action Taskforce). Continued education can be a part of the teacher and principal evaluation processes.
- c. Shift entire school culture of engagement towards a growth mindset focusing on effort not performance
- d. [A focus on] assets, not deficits, of individual students; flexibility
- e. Perception of student connections must be understood by self and others
- f. Ensure that there are active parent/community liaisons in each district and that they are held responsible and accountable to their outcomes and work
- g. Personal relationships and personal attention from principal (e.g., home visits) [to encourage] family engagement with the system
- h. Mentors in school (one-on-one) of similar color and [with] relatable lives

**3. Curriculum**

- a. Culturally competent curriculum that is inclusive of all cultures
- b. Maintenance of all original languages and cultures
- c. Native language acquisition
- d. Apprenticeships and internships (i.e., experiential learning opportunities)
- e. Relevance of Minnesota curriculum
- f. Incorporate learning how to learn into a student's curriculum
- g. Provide hope through early childhood education.

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<sup>8</sup> Some priorities are included in more than one category, due to multiple foci

#### **4. Collaboration among Councils**

- a. Collaboration is vital
- b. More collaboration among Councils – launch a joint public campaign for education, joint advocacy on issues of common interest: EDUCATION
- c. Don't get stuck in minor issues (e.g., language) – UNIFICATION
- d. True collaboration and advocacy: e.g., an Equity Action Taskforce represented by and with the support of each culturally-specific (and disability) Council and with the collaboration of community organizations and parents

#### **5. Parent, family, and community engagement**

- a. Raise the value of education; more pride in education
- b. Raise the perception of teachers, i.e., respect for them
- c. Personal relationships and personal attention from principal (e.g., home visits) [to encourage] family engagement with the system
- d. Enable parents of Latino kids to be more engaged in the kids' schools
- e. Welcome community involvement (i.e., school as community center)
- f. Rebuild community-oriented involvement in general and across cultures; "It takes a village"
- g. Ensure that there are active parent/community liaisons in each district and that they are held responsible and accountable to their outcomes and work
- h. Mentors in school (one-on-one) of similar color and [with] relatable lives

#### **6. Policy and political support**

- a. Build advocates in public office that will carry the agenda to those that don't support
- b. Keep pressuring legislators – calling, being present, going to the capitol. Make it really difficult for them to ignore us (e.g., "Bring a taco to your legislator Tuesday")
- c. Representation on state boards
- d. Accountability: state, district, and school practices must reflect policy
- e. Financial assistance for college-bound students
- f. Incentives for program participation
- g. Low student/teacher ratios
- h. Provide hope through early childhood education

#### **7. Targeted resources**

- a. Financial assistance for college-bound students
- b. Low student/teacher ratios
- c. Provide hope through early childhood education
- d. Apprenticeships and internships (i.e., experiential learning opportunities)
- e. Funding allocation for strong academic and social after-school programming
- f. Continue funding for successful programs; sustain successful programs
- g. Funding for self-sufficiency in best practices models
- h. Incentives for program participation

## **8. Information gathering and sharing**

- a. Research how students use programs in school
- b. Share models of excellence. What does it take? What resources? Sustainability?  
Unpack implementation. A grassroots approach vs. institutionalized [approach].  
Imagination/ innovation vs. systems.

## **9. Closing achievement gaps**

- a. Stay on message "Closing the gap"
- b. Closing the achievement gap
- c. Decrease Latino dropout rates

## **10. Other**

- a. Mistreatment in one area or discrimination against one group threatens all groups
- b. Accessible, quality, and affordable
- c. Social engineering on a peer-to-peer level
- d. Long term: new immigrants

## **Commitments**

**Discussion question:** How must we, as individuals and organizations, commit to supporting this agenda?

### **1. Organize to take action**

- a. We, as part of our diverse councils, must work together on a joint statement on the academic achievement gap (4 or 5 outcomes); the outcomes must be measurable, for example (a) establish a data base on existing teachers of color, (b) establish a database on culturally competent training
- b. Support and build coalitions to address specific systemic problems

### **2. Engage in ongoing communication**

- a. TNEC directly communicate to tribes
- b. Two-way interaction between MDE and tribes/communities
- c. MDE informational sessions with Councils

### **3. Convene specific events**

- a. Education Day at the legislature, like April 19th
- b. Convene a Latino education roundtable for parents, teachers, students, and community leaders
- c. On-going event collaboration

### **4. Other**

- a. Hold educational institutions accountable for Latino education disparities (new agenda)
- b. Social [and financial] resources must be there to ensure success of students; [resources can't come] from the teacher's pocket.

**Minnesota State Councils Retreat  
April 19, 2012  
Small Group Discussion Outcomes**



**Values**

**Discussion question:** What did you hear from Council presenters that you believe is important to the school success of students of color?

**1. Relationships**

- a. Building relationships among staff and peers
- b. Pulling students out of class to talk to them instead of students making appointments with the counselor and vice versa, counselors should try to meet their respective students at least once a semester
- c. Bridging the gap and making a strong connection between home, community, and school
- d. Critical [ ] school to home because it gets lost in translation
- e. Engagement
- f. Teach parents how to engage in community

**2. Cultural relevance**

- a. Balance between focus on culturally specific programs and conversations about how to be more inclusive
- b. Culturally specific programs engage parents and, therefore, community; people can shed their distrust and negative reminders and begin participating in a comfortable environment
- c. Programs need to be integrated into the school day
- d. Infuse culture/history into curriculum
- e. Relevant history [in?] Minnesota history
- f. Education isn't looking at student needs
- g. [Student and/or parent] Understanding of education is important for success

**3. Teacher and administrator knowledge/skills/attitudes**

- a. Change the mindset of being fixed to growth, with a focus on effort and not performance
- b. Integration of high academic expectations along with social-emotional support
- c. Focus on teaching the student, not on the socioeconomic barriers; teachers must have high expectations
- d. Cultural competence of staff
- e. School personnel training for understanding cultures
- f. Teachers must be educated on cultures to be effective, regardless of academic area across K-12
- g. Mandated in-service for teachers in Minnesota around what was discussed today
- h. Talk the talk, and then walk the talk

#### 4. Other

- a. Partner with folks in the disability community
- b. After-school activities
- c. Determine what programs out there are working
- d. What should Councils be doing collaboratively to address educational success
- e. Legislative action is needed to support some programs

### Program Successes

**Discussion question:** What initiatives described by Council presenters do you think might be effective ways of meeting the educational needs of all students of color?

- 1. Asset-based programs for college/career readiness for all students
- 2. College and career readiness in 11<sup>th</sup> and 12<sup>th</sup> grade programs
- 3. Funding for remediation
- 4. (Parent awareness of) early childhood and readiness
- 5. More parent involvement and communication for students to be successful
- 6. Whole community involvement (teachers, youth, parents, etc.)
- 7. Oversight of programs for assisting all students
- 8. Resources are out there, but school districts don't necessarily support [students?] in the same way.



**Retreat on Education and Achievement  
April 19, 2012**

**Questions for reflection, learning, and action:**

**1. What new information did you learn today? Please mention a few key items.**

- The insight and thoughts of all attendees regardless of status, profession or prestige add a lot of value to the discussion. Please keep these engagement sessions rolling!
- Great resources, info on funding sources
- The successful programs that exist
- Most of these programs are after school
- Education issues are part of the challenges of ALL multicultural communities!
- What other organizations are doing
- Specific examples of programs working well in some Minnesota communities
- Move the school to the community
- How other groups like my own have been successful
- Most effective programs seem to happen outside of the school day
- I learned that every culture has its story and success comes from encouragement and empowerment and involvement
- New programs – Hmong school, Be the Dream
- I already knew all the issues
- If all the councils can work together to focus on the academic achievement gap, that will be a powerful force
- Strong family, strong community
- Diversity and established councils across cultures
- Education achievement for all
- Learn that all the programs presented are all about “relationship”
- All groups concerned with original language and culture
- I learned that a lot of the organizations present have pretty much the same goal: to improve education for minorities in MN. And we should cooperate more
- Programs that are working. TORCH especially great. And also see parent/youth involvement in Be the Dream
- To change the education system that will work for parents and teachers
- Emphasis on Latino achievement in Latino communities and Latino administration and principals is not a high priority.
- About education programs that work as well as the components that made them work
- That need for educational reform is uniquely uniform across all communities
- We need more opportunities to bring multiple perspectives and share ideas and resources
- Disability. Lack of advocacy for children who are disabled. Cultural need of learning different ways.
- That the passion that the education community in Minnesota has to make the change and also to be the change.

**2. Were there insights or ideas that seem especially important to you? If so, please briefly describe.**

- Keywords: “Relatability” (for communities and students), “Funding and sustainability” “empowerment, representation engagement”
- See students from an asset basis, not deficit
- Councils need to take a stronger lead on setting aggressive political agendas. Right now so much of the dialogue is reactive and limited to visions or generalities, but not enough meat to strategies that will make a difference.
- I realized how my school is different from other schools, in the aspect of academics, engagement, and even graduation
- Kids in special ed can just have behavioral problems and nothing else.
- That teachers and school leaders are important
- That more communities need to get involved
- Collaboration, administrative support, parent involvement
- Collaboration with all stakeholders
- Commissioner Lindsey’s legal Power Point
- A lot of wisdom was shared
- Reinforcement of solidarity
- Invite more family to join with education event or work
- Equality and the pursuit of equality across the board, regardless of skin colors or family backgrounds
- Yes, special education and general education for the new Americans, such as Somalis and Hmong.
- I think the system needs to follow instead of lead when it comes to kids of color
- TORCH program, Be the Dream was really great to get the students out, SAPA – very necessary work for Somali families
- Inclusiveness, councils MUST collaborate for greater good, honoring history of other cultures, celebrating our diversity. We need to support each other through “ups” and “downs” in our pursuit to improve education for ALL children.
- To educate teachers on the child’s disability
- Race is a main predictor of academic achievement in America
- That goals must be intentional
- The need to place resources in the right place at the right time. These resources should translate to objectives that meet the needs of educational social needs of children.
- Statewide recurring programs for teachers and administrators of color must have retention and support plans in place.
- Extra curriculum, athletics, building cultural skills, SAPA information, lack of resources
- Yes, the idea of educating parents on how to help and push their sons and daughters, for better learning (idea from the Somali group)

**3. Was there opportunity to connect with people outside your own organization?**

- Yes (14)
- Yes! The table conversations were excellent
- Yes, met with people with all backgrounds. Good!
- Yes. Yes. Sitting at tables with others outside of your organizations is a great way to interact.
- Yes, I connected as I moved from group to group



- Yes, I chose a different table for the afternoon which enabled a great opportunity
- Yes, especially with the Karen representative at my table
- Definitely
- Yes! CLAC, SAPA, HACER
- Yes, we were able to mingle by sitting with people outside of our organizations
- Yes, many opportunities to connect
- Yes, there was a diverse array of different personalities and organizations
- Absolutely! Thank you!
- Yes, every other community council

**a. If so, were you able to make some new connections?**

- Yes, made some good connections.
- Yes (12)
- CAMP, Ecolab, Way to Grow
- Yes, I met many new and important people.
- Yes, connected with people that will continue
- Yes, was able to get contact information going forward
- Karen community members
- Community event
- Yes, with the Department of Education and MIAC
- Yes, many
- Yes, Hector's presentation on a global perspective to change or amend the system
- Yes, many.

**b. If so, please give examples.**

- Met with director of successful programs and plan to follow up with them
- Got business cards from 9 people and had a mini meeting
- Chief of staff MDE. We will work legislation together
- I connected with a woman who may help me keep in touch with my culture before I not only lose that but my identity.
- Mario Hernandez, Tasha Byers, Crystal Strickland, Lydia Hinojosa, Alan Torres Tover, etc.
- Met a principal who asked me to visit as a new board member
- Received phone numbers and email addresses to keep in communication
- Connected with other state councils
- I met members of CLAC that are part of the "decision making" group. There are very few "practitioners" of education on many of the state boards represented today.
- New year event, culture event
- Everything or majority of the people I met/encountered were new faces
- MNSCU
- Business community contact
- Ecolab executive
- I focused on connecting with Latinos
- Connected with a superintendent, a teacher and community organizations
- Online resources, personal connections, tutoring/mentoring
- I got people who are committed in helping our children

**4. Are you likely to take any action based on today's retreat? If so, please describe:**

**Personally I will ...**

- Collaborate with other educators engaging in successful programs (Ginger Garski)
- Yes, I plan to seek sponsors for their programs – TORCH
- Have coffee meeting to follow up (Lydia Hinojosa)
- Yes
- Do my best to become a stronger leader in the sense of motivating others to be the best they can be because everyone has the potential to do great things in life (Kris Singh)
- Respect ALL minorities and understand their problems (Alan Maya)
- Help parents know how to engage in their child's school (Kim Ellison)
- Start educating myself with resources out there and develop networking contacts (Yukershala Givens)
- Bring back what I learned to my school district (Dani Dunphy)
- Work to close achievement gap (Ka Vang)
- Continue to state that data on Asian Americans must be desegregated to look at the critical needs of our newer immigrants (Hedy Tripp)
- Keep on keeping on (Larry Lucio)
- Go and share today's information to my community (Saw Morrison)
- Go back to my "Karen" community and give them what I have exposed or saw at the retreat
- Work families and communities to understand what I have learned today
- Contact a few of the programs and encourage them to continue on what they are doing.
- Try to implement TACO Tuesday with legislator (Killa Martinez Aleman)
- Stay connected with contacts I met here and hopefully collaborate and support their efforts
- Start to reach out to rural areas on empowering themselves to advocate (Sharon Rogers)
- Address workable programs for Latinos
- Continue to remain committed to educating and providing support to young children (Firdaus Aden)
- Continue the work of All Means All
- Engage more students in learning (Fardousa Yossuf)

**My organization will ....**

- Collaborate with community resource people to build a more diverse program and provide role models of color (Be the Dream)
- Bring some of these ideas into what I do (Cultural Connections)
- Work with Indian Affairs on Ed issues (MSCOD)
- Try to expand our population and selling ourselves because we can help them (Be the Dream)
- Focus on helping historically underserved students
- I was mainly here representing parents of children with disabilities
- Work to close achievement gap (MNSCU)
- Work together with other councils to state that data on Asian Americans must be desegregated to look at the critical needs of our newer immigrants.

- Continue its efforts (Stadium View School)
- Continue to engage and cooperate with CARRGN Social organizations (SPPS)
- Seek out more cooperation among other organizations
- Look for more support and resources to continue to strengthen the services offered.
- Focus on engaging and working very hard to lessen the achievement gap (Somali Women's Education Network)

**5. Overall, in what ways did the retreat inform and strengthen your work towards the goal of education achievement?**

- Got to see what concerns other groups have.
- This wasn't MSCOD's goal, but I will again introduce it to my councils for consideration and \_\_\_\_ have staff that focus on this topic.
- I'll do a better job at talking to low achieving students and motivate them to succeed.
- It strengthened my presentation problems and my social life.
- Gave me hope – there are lots of people interested in education and working to improve
- To understand that there were many voices out there like mine and it starts with us to make a change
- Connection with others, learned about other programs
- To see the councils and their communities come together on this
- Create more retreats like this
- Collaboration between different key individuals or community or government officials is a major key component to achieve excellence in K-12 education
- I still believe that there are people out there that want to make positive change for our kids
- Other groups, Hmong school, CLAC, TNEC and SAPA are all concerned about original language preservation and culture
- It motivates me to pursue the presentations of new education bills knowing that we will have people to support us.
- As an advocate in special ed, I always appreciate diverse perspectives to better inform my work for all kids in education
- To educate myself to advocate for children with disabilities
- Made it clear that it's not just one community's problem but educational achievement is something that all Minnesotans are working on; which I am grateful to be a part of today.
- It gave me the opportunity to commit myself to work very hard and look for help
- To unify one common goal for education

**6. What would you recommend be changed, done differently?**

- There may be a time to:
  - Allow for divergent conversations and how to overcome them
  - Put together smaller committee that represents the communities today to help take ownership of the public agenda, with MDE and MHC
- Make sure there is follow up and hold the councils responsible!
- A long time to sit in one chair at one table
- Tie it to employment. That is the only way I can do this with little staff
- Nothing

- Nothing. The retreat hit on many important structures and made us meet new people.
- Have people change tables at breaks/lunch to increase number of ties people connect (as a suggestion or opportunity to move)
- It's hard to recommend because everything looks good on paper its about applying ourselves
- More parental involvement is agenda's about education of our students – not just councils and politicians and teachers. Need to get parental input and value parental input.
- Structure both meeting as council groups and across councils. For example, not all who were invited by CAPM knew about CAPM and how CAPM works.
- More opportunity to discuss with \_\_\_\_ boards. I was hoping to discuss educational issues that are specific to Latinos with CLAC. I would like to see efforts by MDE and MHC to support a Latino education summit.
- Change yourself. After that change the other people.
- None.
- Perhaps a little more time to socialize. Otherwise very well put together. Comfortable size of the group, great speakers and good materials.
- Just educate people of MN
- Group brainstorming makes people feel good but their \_\_\_\_ any results are questionable
- To help people who are in after school programs. Focus the athletics.
- The education of teachers on our community's problems

#### **7. Any other comments or observations:**

- I think people rarely have opportunities to come together and discuss common values, visions and priorities. Useful work!
- I am not a very political person – but would be happy to work with others on effective change.
- Good attendance. MDE stifled group brainstorm/session on next steps/observations/larger questions.
- It is always good to have 3 feet between tables to move around
- Today was a great day. It was a fantastic experience being able to be in a professional setting while meeting people who can help me in my life to become successful. The location of this retreat was very nice. Thank you for inviting me! I loved how everyone here had the same mindset and all wanted to achieve the same goal; this allows for a lot of progress.
- Get better air conditioning!
- This is a great summit, but I am disappointed that “early childhood” and “higher education” are missing from meeting. The focus seems to be on K-12. Secondly participants need to stay for the whole day and not just the morning. All participants need to stay to talk about action items. We know the issues, but need solutions.
- Need more structured time to network with other councils
- More opportunity to have participant introduction and dialogue. There are many of our students of color in alternative programs. We need to hear from them!
- More funding for education department. Extra support for new culture group.
- Maybe in the future, if occasion permits, invite some new immigrant groups to present their status, conditions or concerns.
- I would like to commend – with a big applaud – the organizers and facilitator of this event. Keep up the good work!

- We need more teachers of color, more mentoring education and conferences like this one in every community.
- I loved the idea of bringing together all minorities to establish how they could change the education of our youth.



***Commissioner Lindsey, Dr. O'Fallon, and Commissioner Cassellius***



**Next Steps: Points of Common Agreement  
Minnesota Humanities Center and the Councils  
May 29, 2012**

1. Agreement in broad strokes on the importance and scope of the education challenge.
  - Recognition of how fast Minnesota—and the world—is changing.
  - The global village is now in many Minnesota schools and communities, and soon will be in all.
  - Education, therefore, must recognize this historically unprecedented change.
  - The current “industrial model” system needs transformation, not just tweaking.
  - The historically marginalized, underserved, and new peoples must be involved in the creation and direction of the transformation from the beginning.
  - Examples of this transformation are already present.
2. A common and consistent public message may include:
  - That the “achievement gap” is an issue of inequity.
  - This “gap” is critical to the state’s economic and political vitality and well-being in the near and long term future.
  - That too many current responses to the “gap” miss key strengths of the multiple cultures here to stay and to grow.
  - That “culture matters,” that is, diversity is a strength, not a problem to be “fixed.”
  - Recognizing and working with the values, traditions, insights, wisdom, strengths of multiple cultures makes everyone stronger, not weaker.
  - Multiple languages are an asset, not a problem.
3. A broader definition of success and achievement:  
Define these terms to include—
  - Parent engagement with the school
  - School with its multiple communities
  - Recognition of and capacity to work with multiple cultures, to include their histories, stories, and strengths.
  - This implies new assessments of learning.

**A few key proposed actions:**

- Proactive recruitment and retention of educational leaders, administrators, and teachers from the communities represented by the Councils.
- Funding that specifically supports innovative practices and successful programs, teachers, and parent initiatives that can lead the transformation but are now on the margins.
- A definition of “standard” (as suggested in the state constitution) that is inclusive of the strengths and achievements and skills of these communities.
- Funding that is adequate to this task.
- Continued collaboration among the Councils and their networks to refine, support, and enact any policy and legislative initiatives.



## Absent Narratives – the Missing Piece in “the Gap”

*"No other institution in this state provides the kind of content-rich material that directly impacts my curriculum like the Minnesota Humanities Center." - Teacher Participant*

The Minnesota Humanities Center's work with Absent Narratives is based on research that **“students learn best and are more highly motivated when the school curriculum reflects their cultures, experiences, and perspectives.”** Many students of color are alienated in the school in part because they experience cultural conflict and discontinuities that result from the cultural differences between their school and community” (James A. Banks, 2000).



The current curriculum neglects or rejects the histories, stories, art, and music of whole cultures and people. It relegates the cultures of non-white peoples and civilizations to “multicultural studies” or multicultural moments, the time to stop the study of what is “important” and spend some time on politically correct multicultural studies. Quite often these multicultural moments have very little if anything to do with the lived experiences or cultural lives of students in the classroom.

Relegating these histories to second tier status, at best, devalues students from these cultures and people to second tier students. This affects the way that students from these civilizations and cultures interact with teachers: **“If my culture and life ways have less value, I have less value and less to contribute to this classroom.”** The curriculum that rejects the value of other communities results in a lack of engagement from students who come from these communities—a rejection that translates to the achievement/opportunity gap in today's schools.

Our response to the absence of these narratives is to **tell the stories. Engage the student and the community. Improve achievement through closing *relationship gaps*.**

The Humanities Center has designed a unique framework of professional development to help teachers use absent narratives in the classroom. **We begin with our prerequisite professional development offering, *Increase Student Engagement through Absent Narratives*. For administrators, we offer *Revolutionary Leadership*. Once you have completed these offerings, you are prepared to take any of the Absent Narratives professional development opportunities.** We are constantly building new offerings. All professional development opportunities are designed by scholars, experts in their field, and told through authentic voice.

What this means is that the Absent Narratives are told by people from the communities whose stories have been left out. However, it is the policy of the Humanities Center to not ask one person to speak for all members of a community; never one speaking for all, but many adding to the accuracy and authenticity of time and place. Teachers and students are then encouraged to use these authentic stories, these Absent Narratives, to construct a new narrative, hopefully a more just and inclusive narrative.

Our professional development offerings are designed to help you see that which may at first be invisible. This kind of transformational learning takes place over time as individuals see the need and have a desire to bring about change because of new knowledge they have come to understand.

For more information call Julianne Schwietz, 651-772-4246 or [www.mnhum.org/AbsentNarratives](http://www.mnhum.org/AbsentNarratives).





May 2, 2012

Name  
Organization

Dear Name:

Thank you for attending the State Councils Spring Retreat on April 19, 2012, at the Minnesota Humanities Center in St. Paul.

From the feedback that we received, the retreat was an important starting point for a richer conversation among educators, community leaders and state policymakers to help focus our resources and strategies on improved educational opportunities and outcomes for Minnesota's minority youth.

As we continue our work, your continued participation and input will be invaluable to our efforts to make informed and beneficial decisions for all of the students and communities we care for so deeply.

We will continue to listen to your suggestions and look forward to another opportunity to meet again on this important issue.

Sincerely,



Dr. Brenda Cassellius, Commissioner  
Department of Education



Kevin Lindsey, Commissioner  
Department of Human Rights